

Act 3 - Reviewing Our Journey

Directions:

- Fill in the appropriate cells in the table below.
 - Did we achieve our Goals - **Yes, No**.
 - Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, Next Steps and Needs**.

Note:
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.

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Doris French Elementary

Inquiry Area 1 - Student Success	Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP? Why?</i>
Differentiated supports will be implemented for high need groups (ELL, SPED, Complex trauma) to rebound from lost learning will be observed in 75% of Instructional Walkthroughs by the end of the year. Increase the number of kids in ELL and IEP subgroups above the 25 quartile by 5% on the winter MAPS benchmark and 5% on the Spring benchmark	No	Continue (and update)

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
English Language Learners will have equity in access to Tier 1 instruction	ELL students will receive differentiated ELL students will receive differentiated scaffolding to assist with accessing Tier 1 instruction in an equitable manner as observed in instructional rounds, lesson plans, and observation data.	No	Correct	Our students in level 1 and 2, based on WIDA scores grew. Our students level 3 and 4 had minimal growth. Strategies were effectively implemented for level 1 and 2 students. We need to improve our efforts for level 3 students and above.	Scaffolding strategies for mid range language students will be shared with staff and trainings, from EL department will be provided. Administration will take the classes and model strategies. Teachers will track students in all EL ranges to make sure all students are growing.	We need a language tracking tool to make sure students are consistently growing. Targeted instructional rounds for language acquisition- EL coordinator to come in and do rounds with administration. Tools to help students access classroom instruction.
ELL students will receive differentiated scaffolding to assist with accessing Tier 1 instruction in an equitable manner as observed in instructional rounds, lesson plans, and observation data.	Students with IEPs will have additional access to Tier 1 instruction with supports to increase their reading and math proficiency, as observed in observations and instructional rounds.	Yes	Continue	Resource staff pushed into Tier 1 and supported students in the classroom setting. These efforts have helped students with accessing and participating in Tier 1 instruction.	Continue to support all students in Tier 1 instruction. There is still some pullout to the hallway- we need to determine strategies for deeper support in the Tier 1 setting.	We need all staff to understand the goals and benchmarks of our students with IEPs and strategies to assist with helping all students have access to high levels of learning. Strategies to assist students with a growth mindset on how smart and capable they are.

Inquiry Area 2 - Adult Learning Culture	Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?
By the end of the school year, 80% of PLC meeting agendas and observations will demonstrate that data is used in a quick and effective manner to drive high quality instruction for all students.	Yes	Continue (and update)

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Increase the quality of instruction with PD on unwrapping standards, formative and summative assessment alignment, skill deficits, peer reviews of alignment and assessments.	PLC meetings will allow teachers to use grade level assessment data and STAR data to determine rebound learning that is needed to help students fill gaps needed to master grade level standards, as demonstrated through PLC agendas and PLC meeting discourse and lesson planning.	Yes	Continue	PLC time allowed teachers to unwrap standards and implement PLC+ strategies to improve instruction in the classroom. Teachers expressed a need for more time to plan and analyze data.	We are still improving on assessments. Administration and strategist will assist with assessments by creating assessment binders that include a pre, mid-formative, and summative assessment for major standards in grades 1-5. Teachers will use the assessments as a tool to determine student growth and mastery on grade level standards. Staff are great at using the time effectively- analyzing data and aligning instruction. Much growth has occurred in this area.	Teachers have requested more time to plan and work on analyzing data and planning meaningful instruction. Strategists for ELA and math will attend trainings to better support teachers in strategies for planning and then implementing effective Tier 1 strategies.

Inquiry Area 3 - Connectedness	Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?
Children of Complex Trauma will have supports that help them with basic needs to assist with proficiency in grade level standards. Decrease the number of discipline referrals in Infinite Campus and support students through Restorative Practices. Increase the number of students that are not afraid to request assistance for food, clothing, and personal care items from the counselor to support their basic needs.	Yes	Continue (and update)

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Strategist will work with counselor and administrators to do check-ins and academic and behavior supports in the classroom to help students acquire ready to learn behaviors. Counselor and strategist will work together to help students understand their circle of influence and how to manage influences that they are not able to control.	Students will have access to a variety of wraparound and SEL supports	Yes	Continue	Students with behaviors and mental health needs are decreasing their disruptive behavior in the classroom. Academically, they are still catching up, but their mental health and self-control are on track. A Mental Health Counselor was added to the team and has greatly assisted students' mental health needs.	Classroom communities are not consistently implemented. Strategies will be put in place to make sure all classrooms are using classroom communities to assist with student SEL status. Mental Health team will continue trainings and strategies to assist with all students needs.	To continue services for students on the caseload. New students with needs should be identified quicker and needs addressed immediately. Strategies formoving students academically need to be clearly defined and implemented- these will include academic placement tests by strategists, communication with previous school for needed supports, family survey provided at registration.